Formative assessment based on summative assessment due on October 8, to whit, Persuasive Essay.

Utilizing current text assignments, students do a daily formative assessment:

Read text sample from today’s reading, per teacher direction.

Create and write assertion (statement of student’s opinion) from the text, stating ‘what is happening’ in the text, and hopefully, reaching eventual more complex analysis of deducing deeper meanings within the text and making assertions about those ‘deeper’ meanings’.

Discover and record supporting detail (evidence) within the selected text of the day, which supports the written assertion of the student.

Write evidence within guidelines, i.e.: quotations, ellipses, attribution with parentheses including author and page number.

Data Team Name: Connie Purdum and Mark Walters

Data Team Focus: Analyzing text, creating assertions and identifying supporting evidence for assertions regarding textual content.

Priority Standard:

Assessment Directions: Read daily text assignment, create statement of opinion from the daily text assignment, identify and write supporting evidence for student assertion, attribute with author and page number of evidence.

Assessment Prompt: Write a statement of opinion (assertion) from text, write supporting evidence for assertion from text, attribute source of evidence.

Assessment Rubric: 3 point evaluation whereby each point affirms or denies the student’s ability to make an effective and sophisticated assertion, written in a complete sentence, locate and identify textual evidence which supports the assertion, and includes effective attribution of evidence with author and page number.

Data Timeline: Development of this skill occurs over 6 weeks, to the Persuasive Essay due date on October 8. Peremptory results of first week’s implementation on Wednesday, September 8.

6 weeks focus for 11th grade-GLET (s) 2a and 1c, analyzing text and using supporting details.

Formative assessment based on summative assessment due on October 8, to whit, Persuasive Essay.

Utilizing current text assignments, students do a daily formative assessment:

Read text sample from today’s reading, per teacher direction.

Create and write assertion (statement of student’s opinion) from the text, stating ‘what is happening’ in the text, and hopefully, reaching eventual more complex analysis of deducing deeper meanings within the text and making assertions about those ‘deeper’ meanings’.

Discover and record supporting detail (evidence) within the selected text of the day, which supports the written assertion of the student.

Write evidence within guidelines, i.e.: quotations, ellipses, attribution with parentheses including author and page number.